Digital Rights Management: Interactive Video Quiz

Team TT
A Combined Tutor Group:

Andy Baker:
acb2g08@ecs.soton.ac.uk

Connie Blacklock:
cb27g08@ecs.soton.ac.uk

Gary Mawers:
gm10g08@ecs.soton.ac.uk

James Rosser:
jr9g08@ecs.soton.ac.uk

Marie Quaden:
mq1g08@ecs.soton.ac.uk

Tom Hennigan:
th10g08@ecs.soton.ac.uk

University of Southampton, ECS, INFO 2009, Academic Year 09-10

Interactive Video Link: http://tom.gd/s7

ABSTRACT

Digital Rights Management (otherwise known as DRM) is a topic never far from the news. In this resource we hope to explain the topic are of DRM, giving a broad overview of the legal, moral and personal issues that go hand in hand with DRM. Using YouTube as a platform, we hope to be able to educate a global audience.

INTRODUCTION

For this project we decided to research Digital Rights Management (DRM), what it is and how it affects the consumers and the different types of organisations, such as the entertainment industries. We then had to create a resource to show off our findings as well as provide a question and answer section to make the resource interactive. As a result of the popularity of YouTube we decided to create a video which our group will upload.

BACKGROUND

As digital media gets more and more popular, so rises the demand for ever cheaper content. Copies of most commercial digital media (such as films, games or music) are available for free (albeit illegally) from file sharing websites. The rise in popularity of such websites has forced content providers to look for digital safe guards to protect their content. DRM systems have been the weapon of choice in content providers fight against piracy. From CSS (Content Scrambling System) in DVD's, to the more advanced HDCP (High bandwidth Digital Content Protection) implemented in games consoles, content providers have invested significant amounts in order to protect their intellectual property.. However DRM systems often impose limitations on digital content that consumers do not agree with. As a result an agreement is still needed to find a balance for both consumers and the providers.

INFORMATION DESCRIPTION

On starting the video, the visual tutorial on DRM begins. Information is provided about DRM, the surrounding laws and the effect it has on the consumers, the intellectual property owners, the content providers and the technology industry.

There are separate videos for each topic followed by a multiple choice question to test the viewers knowledge and what they have learnt.

THE QUESTIONS

Through using the editing application provided by YouTube these questions can be displayed on the screen with labels allowing the viewer to select which answer they believe is right.

These labels provide a link to a separate video which informs the user of their correct or incorrect answer along with an explanation. If the viewer does not select an answer before the end of the video they can simply replay it.

ANSWER DESCRIPTION

Once the answer has been explained a link to the next video is given to a second question or further tutorial on the DRM subject.

Whether the viewer got the question wrong all right they will always be presented with the same subsequent question or further tutorial: they do not miss out. As a result, following an answer explanation, at some point there will be second question given.

METHOD

Our group decided to produce an Interactive Video with a multiple choice test. The inspiration to do such a video was gained from 'Charlieissocoollike', who has produced similar videos which are available on YouTube. Every Member of the group was assigned to create two questions related to the area of the topic they were individually researching, including, DRM legal issues; customer opinions' and 'Content Providers'. In addition each member wrote a video script for the final video recording. Through meeting together the videos were created, edited and uploaded to YouTube.

DISCUSSION

For this project the team worked incredibly well even though many members had not met before this assignment. There were no conflicts and everything was agreed through working as a democracy. Tasks were delegated to split up what needed to be researched and compiled into scripts of what we had learnt. The video itself was a challenge with the idea of reading off an autocue to a camera was a new experience and therefore did increase the length of time it took to complete the task. Through choosing YouTube, an already highly popular and efficient video uploading website, it allowed the interactive part of the video to be created with simplicity.

Our findings from studying DRM included that though DRM was introduced into many industries., the increase in bandwidth and illegal download sites made protection harder . Music providers suffered highly with consumers choosing to download illegally rather than work with DRM as it was causing an intrusion into their using rights. This situation aided in iTunes' decision to remove DRM to win back their customers.
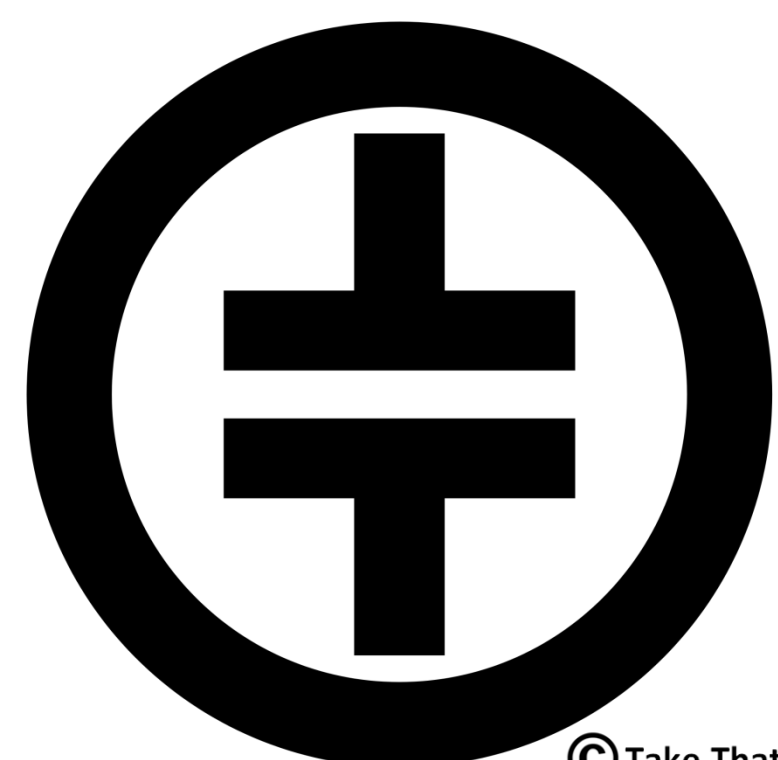
CONCLUSION

Overall, the project worked well with all members contributing highly. Through broadening our knowledge of DRM the interactive video quiz was created providing a new visual way of learning in both the delivery of information and the testing of knowledge. Though the videos are limited in time they can be replayed by the user as many times as they please.

REFERENCES

Apple Inc. (2009, January 06). *Apple Press Release: Changes Coming to the iTunes Store*. Retrieved January 10, 2010, from Apple: http://www.apple.com/pr/library/2009/01/06itunes.html
BBC. (2007, October 07). *Radiohead fans to pick album cost*. Retrieved January 10, 2010, from BBC News: http://news.bbc.co.uk/1/hi/entertainment/7021743.stm
CNET. (2006, June 06). *Is Fairplay Fair? Opinions? Is DRM against Fair Use?* Retrieved January 10, 2010, from CNET Forums: http://forums.cnet.com/5208-10152_102-0.html?threadID=183450
Ernesto. (2008, December 04). *Top 10 Most Pirated Games of 2008*. Retrieved from TorrentFreak: http://torrentfreak.com/top-10-most-pirated-games-of-2008-081204/
Fetscherin, M., & Schmid, M. (2003). Comparing the usage of digital rights management systems in the music, film, and print industry. *ACM International Conference Proceeding Series. 50*, pp. 316-325. Pittsburgh, Pennsylvania : ACM.
Gibbons, T. (2009, March 16). *Google submission hammers section 92A*. Retrieved January 11, 2010, from New Zealand PC World: http://pcworld.co.nz/pcworld/pcw.nsf/feature/93FEDCEF6636CF90CC25757A0072B4B7
Healey, J. (2008, February 18). File Sharing or Stealing? *L.A. Times , 2010* (January), p. 10.
Holahan, C. (2008, January 04). *Sony BMG Plans to Drop DRM*. Retrieved January 10, 2010, from Business Week: http://www.businessweek.com/technology/content/jan2008/tc2008013_398775.htm
Jackson, T. (2009, June 28). *Digital culture: The European Copyright Directive*. Retrieved January 10, 2010, from Tim Jackson's Site: http://www.timj.co.uk/digiculture/eucd/
Landau, S., Stratulate, R., & Twilleager, D. (2006). *Consumers, Fans, and Control: What the Games Industry can teach Hollywood about DRM*. Alexandria, Virginia, USA: Sun Microsystems Inc.
Lewis, R. (2008, January 08). *What is DRM and why should I care?* Retrieved January 10, 2010, from Firefox News: http://firefox.org/news/articles/1045/1/What-is-DRM-and-why-should-I-care/Page1.html
Liu, Q., Safavi-Naini, R., & Sheppard, N. P. (2003). Digital Rights Management for Content Distribution. *Proceedings of the Australasian information security workshop conference on ACSW frontiers. 21*, pp. 49-58. Darlinghurst, Australia: Australian Computer Society, Inc.
Microsoft Corporation. (2009, October 08). *Microsoft Developer Network*. Retrieved January 10, 2010, from Windows Developer Center: Protected Media Path: http://msdn.microsoft.com/en-us/library/aa376846%28VS.85%29.aspx
Samuelson, P. (2003). DRM {and, or, vs.} the law. *Communications of the ACM , 46* (4), 41-45.
Singleton, S. (2007). *Copy Protection and Games: Lessons for DRM Debates and Development*. Washington: The Progress and Freedom Foundation.
Tiscali Music Research. (2009, February 23). *Music Blog: Tiscali Music Research*. Retrieved January 10, 2010, from TalkTalk: http://www.talktalk.co.uk/music/blog/?p=727

KEYWORDS

Digital Rights Management,
Copyright,
Copyright Designs and Patents Act,
European Union Copyright Directive,
US Digital Millennium Copyright Act,
Intellectual Property,
Music Sharing,
File Sharing,
Copy Protection,
Film Industry,
Music Industry,
Games Industry,
Copy Protection Circumvention,
Legal Rights

You Tube
Broadcast Yourself™

© Take That